

## Kelly Miller Elementary

255 Kelly Miller Road  
Winnsboro, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	306 Students	
<b>Principal</b>	Lillian Potter-Arnold	803-635-2961
<b>Superintendent</b>	Dr. Samantha J. Ingram	803-635-4607
<b>Board Chair</b>	Mr. Harold C. Heath	803-635-5775

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Good*</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Average	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

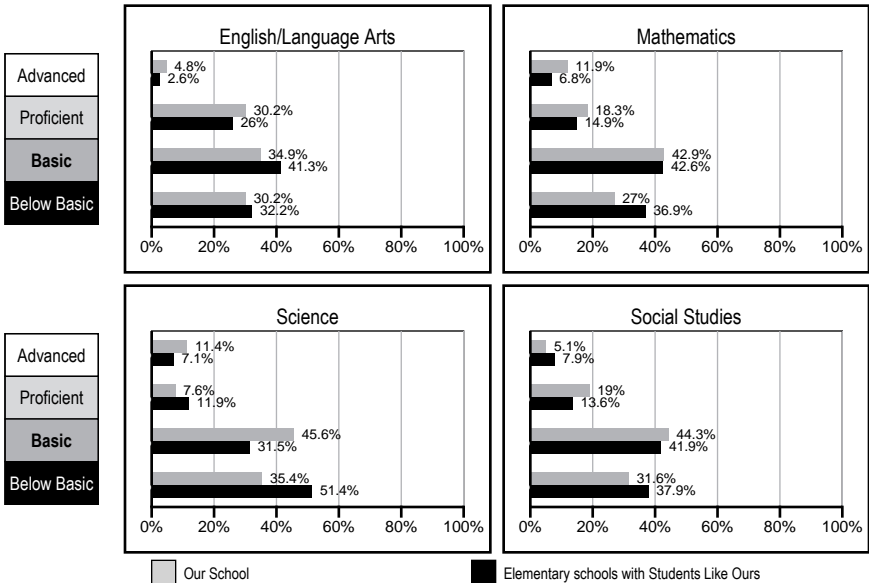
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	59	42

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=306)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 3.3%	3.0%	2.3%
Attendance rate	96.7%	Up from 96.6%	96.0%	96.3%
Eligible for gifted and talented	15.4%	Up from 13.4%	3.8%	10.4%
With disabilities other than speech	5.0%	Up from 4.5%	7.9%	7.5%
Older than usual for grade	0.9%	Up from 0.5%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.9%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	40.7%	Down from 47.6%	54.8%	56.7%
Continuing contract teachers	40.7%	Down from 57.1%	70.3%	77.3%
Teachers with emergency or provisional certificates	5.9%	Down from 6.7%	0.0%	0.0%
Teachers returning from previous year	77.0%	Up from 76.4%	83.5%	86.4%
Teacher attendance rate	97.1%	Up from 95.9%	95.0%	94.9%
Average teacher salary	\$41,440	Down 3.1%	\$43,988	\$45,345
Professional development days/teacher	17.0 days	Up from 8.2 days	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 17.9 to 1	16.8 to 1	18.5 to 1
Prime instructional time	92.6%	Up from 90.6%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,304	Up 0.3%	\$7,884	\$7,052
Percent of expenditures for instruction*	67.5%	Up from 67.2%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.7%	Up from 58.5%	62.8%	64.2%

\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Kelly Miller is located in a rural community of Fairfield County. The mission of Kelly Miller Elementary school is to provide a nurturing, safe, and orderly environment, while promoting high expectations for academics and social achievement in a diverse society. Therefore, we believe every student has the right and responsibility to learn; families, communities, and schools should work collaboratively to ensure the success of all students; individuals should be treated with respect and fairness; and each student should be provided with opportunities to receive an education that meets individual needs.

The commitment of parents, students, and staff is evident in the accomplishments achieved this year. We approached the new initiatives with enthusiasm. This year, our students were introduced to criterion referenced testing (CRT) quarterly. This test offered students an opportunity to address all standards recommended. The rigor, relevance, and relationships required to enhance better performance from students have brought inspiration to our students and staff in teaching and learning. Students made gains in MAP benchmarks assessment. The students engaged in MAP assessment twice during the school year. The gains made were significant; however, we are working diligently to improve our level of performance at the proficient and advanced levels.

Our staff and students received accolades for their accomplishments through the media, school board meetings, and the school. Several teachers are pursuing a master's or doctoral degree. The accomplishments of the students were exceedingly great as well. One of the students received the Lt. Governor's Writing Award for the district; one student received the Governor's Citizenship Award. One student participated in USC's Region II Science Fair; several students were recognized for achieving 80% or better in one or more CRT's. Our students participated in the State Read-In, KMES Read-In and the District-Read-In. We also won the District Read-In competition. Students traveled on several fieldtrips, including Disney on Ice, Riverbanks Zoo, and Augusta Baker. Students participated in the district writing and spelling bee. The students made achievements in both areas.

Our students and staff continue to participate in community service projects. Students are collecting pennies for the Children's Miracle Network. Staff contributed to the United Way and the United Negro College Fund.

We are consistently exposing our students to new and innovative methods to improve themselves allowing them to become well-rounded individuals. Our motto "KMES captivates minds essential for success," is a commitment from staff and students to excel.

Jacqueline Beaver, School Improvement Council President  
 Brenda P. Gilchrist, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	27	8
Percent satisfied with learning environment	56.0%	77.8%	I/S
Percent satisfied with social and physical environment	76.0%	48.1%	I/S
Percent satisfied with school-home relations	58.3%	74.1%	I/S

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	131	100	30.2	34.9	30.2	4.8	47.6	29.9	48.2	Yes	Yes
<b>Gender</b>											
Male	68	100	38.8	35.8	20.9	4.5	38.8	24.7	41.7	N/A	N/A
Female	63	100	20.3	33.9	40.7	5.1	57.6	34.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	60	I/S	I/S
African American	130	100	30.4	34.4	30.4	4.8	47.2	29.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	11	100	81.8	18.2	0	0	0	8.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	110	100	32.4	37.1	28.6	1.9	43.8	27.6	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	131	100	27	42.9	18.3	11.9	42.1	28.5	45.8	Yes	Yes
<b>Gender</b>											
Male	68	100	29.9	34.3	20.9	14.9	44.8	25.9	45.6	N/A	N/A
Female	63	100	23.7	52.5	15.3	8.5	39	31.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.3	59	I/S	I/S
African American	130	100	26.4	43.2	18.4	12	42.4	27.3	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	50	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	11	100	63.6	36.4	0	0	9.1	9.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	45	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	110	100	29.5	44.8	16.2	9.5	40	26.6	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	82	100	35.4	45.6	7.6	11.4	19	14.9	35.7	96.7	95.8
<b>Gender</b>											
Male	47	100	28.3	45.7	10.9	15.2	26.1	15.9	37.4	97	95.5
Female	35	100	45.5	45.5	3	6.1	9.1	13.9	33.8	96.4	96
<b>Racial/Ethnic Group</b>											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	49.2	88.3	94.6
African American	81	100	34.6	46.2	7.7	11.5	19.2	12.9	17	96.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26.7	24.9	84.4	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	6.2	14	96.1	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	14.3	24.4	85.5	95
<b>Socio-Economic Status</b>											
Subsided meals	71	100	36.8	47.1	7.4	8.8	16.2	13.5	21.1	96.6	95.6

**Social Studies**

All Students	81	100	31.6	44.3	19	5.1	24.1	16.3	34	96.7	95.8
<b>Gender</b>											
Male	44	100	36.4	43.2	13.6	6.8	20.5	15.4	36.6	97	95.5
Female	37	100	25.7	45.7	25.7	2.9	28.6	17.1	31.3	96.4	96
<b>Racial/Ethnic Group</b>											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	44.5	88.3	94.6
African American	80	100	30.8	44.9	19.2	5.1	24.4	15.5	19.1	96.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.5	84.4	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	6.4	14.4	96.1	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	7.7	27.3	85.5	95
<b>Socio-Economic Status</b>											
Subsided meals	68	100	36.4	45.5	15.2	3	18.2	14.4	21	96.6	95.6

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	37	97.3	35.3	35.3	26.5	2.9	29.4
	4	37	100	34.4	34.4	31.3	0	31.3
	5	33	97	29	48.4	22.6	0	22.6
	6	37	100	20	40	34.3	5.7	40
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	23.3	43.3	30	3.3	33.3
	4	32	100	46.9	28.1	21.9	3.1	25
	5	36	100	20.6	41.2	35.3	2.9	38.2
	6	31	100	30	26.7	33.3	10	43.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	37	100	22.9	62.9	5.7	8.6	14.3
	4	37	100	34.4	40.6	21.9	3.1	25
	5	33	100	25	59.4	3.1	12.5	15.6
	6	37	100	17.1	34.3	37.1	11.4	48.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	30	53.3	10	6.7	16.7
	4	32	100	28.1	34.4	18.8	18.8	37.5
	5	36	100	23.5	35.3	29.4	11.8	41.2
	6	31	100	26.7	50	13.3	10	23.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	18	100	29.4	52.9	11.8	5.9	17.6
	4	37	100	53.1	28.1	15.6	3.1	18.8
	5	16	100	53.3	40	6.7	0	6.7
	6	18	100	55.6	38.9	0	5.6	5.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	16	100	28.6	64.3	7.1	0	7.1
	4	32	100	37.5	40.6	6.3	15.6	21.9
	5	18	100	27.8	44.4	11.1	16.7	27.8
	6	16	100	46.7	40	6.7	6.7	13.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	19	100	44.4	55.6	0	0	0
	4	37	97.3	32.3	58.1	9.7	0	9.7
	5	17	100	29.4	64.7	0	5.9	5.9
	6	19	100	11.8	64.7	23.5	0	23.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	16	100	12.5	43.8	43.8	0	43.8
	4	32	100	37.5	43.8	12.5	6.3	18.8
	5	18	100	31.3	50	12.5	6.3	18.8
	6	15	100	40	40	13.3	6.7	20
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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